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ABSTRACT

A study assessed the need for and determined the content of a resource guide for writing federal vocational grant proposals by personnel of community and technical colleges in the state of Washington. A review of the literature and research found that community and technical colleges found an ever-increasing portion of their budgets were dependent on federal grant money, and the majority of materials written for grant proposal writers were directed toward higher education institutions. Participants in the study were 59 administrators and faculty representing the 32 community and technical colleges and 4 volunteers representing the Washington State Board for Community and Technical Colleges. Data from the responses to open survey questions were assessed and analyzed. Findings indicated that grant readers at the state board did not agree or strongly disagree that there was a need for a resource guide for writing federal vocational grant proposals. The vocational administrators and faculty agreed there was a need for a resource guide and said they would use one if it were available. A resource guide should contain the following: general information on the various grant programs; information on how to plan a vocational grant proposal, write a grant proposal, and develop a vocational grant project; detailed information on what the grant readers are looking for in vocational training programs; and information on types of proposals that are accepted or rejected. Contains 25 references. The data collection instrument is appended. (YLB)

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ED 398 396

THE NEED FOR A FEDERAL VOCATIONAL GRANT PROPOSAL WRITERS RESOURCE GUIDE IN THE STATE OF WASHINGTON

by

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Bachelor of Science - Vocational Education Studies

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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A Research Project Submitted in Partial
Fulfillment of the Requirements for the
Master of Science in Education Degree

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Department of Workforce Education and Development
in the Graduate School
Southern Illinois University
at Carbondale
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CHAPTER I

INTRODUCTION

Need for the Study

In a world of growing financial constraints, community and technical colleges in the State of Washington are hard pressed to find new ways of financing and expanding their occupational offerings. Four year institutions in the State have traditionally been awarded Federal grant monies for their occupational training. This support maybe due to successful grant proposal writing personnel and the greater ease in which Federal grant awards have been tailored for the educational institutions offering four year and advanced degrees.

Vocational grant monies are now available for community and technical colleges through the Carl D. Perkins Vocational and Applied Technology Education Act and other Federal legislation. Community and technical colleges in Washington that can successfully write and submit Federal vocational grant proposals can potentially receive monies from these sources. Unfortunately, many community and technical colleges in the State do not have the skilled personnel available to write proposals. In addition, these same two year institutions are finding that there are no vocational grant proposal writing resource manuals or guides written specifically for their field.

To be sure, there are numerous resource guides and manuals available on the market for grant proposal writers. These guides

and manuals focus on proposal writing from a general perspective, attempting to describe a wide range of grants awarded each year, both in the public and private sector. However, the novice community and technical college vocational proposal writer is often uninformed about details peculiar to the vocational grant writing process.

More instructors at the community and technical college level in Washington are expressing interest in vocational grant proposal writing. So, too, are their administrators as they struggle to operate schools with reduced state level funding. Often, these same schools do not have the skilled personnel on staff available to write their vocational grant proposals, nor can these schools compete with higher salaries offered to skilled grant proposal writers by four year institutions. The Washington community and technical college must develop skilled vocational grant proposal writers from personnel already employed by the system.

In a paper presented at the Annual Meeting of the Mid-South Research Association, Gallaher and Daniel (1989) identified a need for technical assistance in the preparation of grant proposals at the community college level. This lack of technical assistance stemmed from an absence of procedural information relating to the writing of proposals.

Without skilled personnel already on staff and a lack of applicable resource material, the Washington community and technical colleges will not be able to effectively compete with

other institutions within the State for limited federal dollars awarded each year. If these two year schools are to be able to successfully write vocational grant proposals, they must have the resources available to do so. This research leads to the question: Is there a need for a Federal vocational grant proposal writing resource guide that addresses specific situations in the Washington State community and technical colleges?

Statement of the Problem

To what extent should a resource guide be developed for writing Federal vocational grant proposals which is peculiar to the community and technical colleges in the State of Washington?

Purpose of the Study

The purposes of the study were to assess the need for and, if relevant, determine the content of a resource guide for writing Federal vocational grant proposals by personnel of community and technical colleges in the State of Washington.

Research Questions

1. Is the relative percentage of funding from vocational grant money changing for community and technical colleges in Washington?
2. Do personnel of community and technical colleges in Washington need a resource guide for writing Federal vocational grant proposals?

3. What should a resource guide contain in order to aid proposal writers at Washington community and technical colleges?

Significance of Study

This study was conducted to substantiate the need for and, if relevant, the contents of a resource guide for writing Federal vocational grant proposals by personnel of community and technical colleges in the State of Washington.

The results and analysis of this study were submitted to the State Board of Community and Technical Colleges for appropriate action.

Definition of Terms

Need for the guide: Statistical data supporting or refuting the necessity for a guide to be utilized by grant writers for writing Federal vocational grant proposals.

Contents of the guide: Descriptions of the support material needed by grant writers in writing Federal vocational grant proposals.

Funding: The amount of financial support the college receives for vocational grant projects.

Chapter II

REVIEW OF LITERATURE AND RESEARCH

Literature Related to Vocational Grantwriting

The purpose of the study was to assess the need for and, if relevant, the contents of a resource guide for writing Federal vocational grant proposals by personnel of community and technical colleges in the State of Washington.

The literature and research on writing Federal grant proposals has grown substantially since the early 1970's. This is probably related to the importance of Federal grant monies in the community and technical college budget. With present fiscal constraints, institutions of higher learning are expected to do more with less. Subsequently, the attainment of Federal monies in the form of grants has been promoted more so than in the past.

Sexton (1982) states that "grant writing is therefore a desirable skill", pointing out that educational programs are rarely self-sufficient and that successful grant activity is necessary for institutions to continue certain programs or expand existing ones. (p. 31) She notes that "grant writing continues to be a neglected area" and makes her case for the development of grant writing skills. (p.31)

Coley and Scheinberg (1990) and Bauer (1988) have written excellent resource manuals for proposal writing. The manuals have clear and explicit steps that lead the reader through the grant writing process. However, due to the large numbers of grants

available from both the public and private sector, these authors have written their manuals in a general manner, attempting to cover numerous grant opportunities. These resource manuals do not address the specific problems directly pertaining to vocational grant proposals for community and technical colleges.

The Eric Clearinghouse for Community Colleges (1981) notes that the better known and more popular funding sources are becoming "increasingly receptive to proposals submitted by community colleges" (p. 1). This has not always been the case in the past, when many educational grants were awarded to four year institutions. Yet, community and technical colleges have programs that are specific to two year applied vocational training institutions. Therefore, community and technical college funding needs are somewhat different from four year institutions and require grant writing skills that are unique. If the funding is going to become more available, then two year institutions must be prepared to write the kind of grant proposals that will enable these institutions to be awarded the money.

Resource guides, such as the brief outline guide written by Fernandes (1990), that are directed specifically at grant writing for community colleges, have been found to be deficient in details. While most authors have spent time explaining each step in the grant writing process, these same authors have neglected specific examples of grant proposal writing for community and technical colleges.

Research Related to Vocational Grantwriting

Research related to vocational grantwriting for the community and technical college is limited.

Wodarski (1991) presented a case study of an effort to increase research at the University of Akron (Ohio), including the creation of grant-writing seminars. It was felt that attendance at these how-to seminars contributed to a positive environment that enhanced the university's success rate of grant awards.

Richards and Polite (1992), in their collaborative work about a training program for new administrators in Illinois, show that newly hired personnel requested training in grant proposal writing. When asked to score the programs instructional content, the participants gave the grant proposal writing section one of the lowest scores, out of eight topics chosen for evaluation. Richards and Polite (1992) did not detail the reasoning behind this rating.

Gallaher and Daniel (1989) in Barriers to Faculty Involvement in Grant-Related Activities found from their interviews of community college and technical instructors that a significant problem related to grant proposal writing was "a need for guidance on the 'how-to' of such things as getting a project funded", and "a lack of information about how to pursue grants" (p. 15). In general, they found that most faculty had enthusiasm for writing grant proposals, but did not have the technical ability to write

one, nor the knowledge about how to obtain such skills. Gallaher and Daniel (1989) found that most instructors desired specific examples of proposal writing when planning and writing their first grant proposal.

Summary of Literature and Research

1. Community and technical colleges are finding an ever increasing portion of their budgets are dependent upon federal grant money.

2. Potential grant proposal writers, writing proposals for the first time for community and technical colleges, are asking for a resource manual that will lead them through the process of successful proposal writing.

3. The majority of material written for grant proposal writers is directed toward higher education institutions, not for community and technical college, which have special needs.

CHAPTER III

RESEARCH METHODS

The purposes of the study were to assess the need for and, if relevant, determine the content of a resource guide for writing Federal vocational grant proposals by personnel of community and technical colleges in the State of Washington.

Description of Research Type

A descriptive methodology was used in this study. Best (1993) states:

> A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing (p. 105).

A list of relevant questions were presented to various respondents and their responses to these questions were interpreted for the study. Three research questions were identified.

Research Questions

1. Is the relative percentage of funding from vocational grant money changing for community and technical colleges in Washington?
2. Do personnel of community and technical colleges in Washington need a resource guide for writing Federal vocational grant proposals?
3. What should a resource guide contain in order to aid proposal writers at Washington community and technical colleges?

Subjects

There are thirty-two community colleges and technical colleges in the State of Washington. Participants in the study were separated into two groups. The first group was made up of fifty-nine administrators and faculty, representing the thirty-two Washington community and technical colleges. These participants have been interested in finding out relevant ways to write Federal vocational grant proposals for their colleges. The second group was made up of four volunteers, representing the Washington State Board for Community and Technical Colleges. This is the state agency that distributes most of the funding and governs the community and technical colleges. These participants had all been actively involved in reading and evaluating Federal vocational grant proposals.

It should be noted that a non-systematic sample is represented. The subjects of this study were individuals who displayed an active commitment to vocational education by their participation in the 1993 Washington Association of Occupational Educators (WAOE) Convention. Vocational education representatives from each of the thirty-two Washington community and technical colleges volunteered in this study. In addition, grant proposal readers from the Washington State Board for Community and Technical Colleges volunteered for this study.

Data Collection Instrument

Among questions left unanswered by an analysis of relevant literature and research were: 1. Was there a need for a resource guide for writing Federal vocational grant proposals, 2. was a resource guide for writing Federal vocational grant proposals relevant, and 3. what should a resource guide for writing Federal vocational grant proposals contain.

The questions were carefully constructed into open (non-bias) survey questions. They were then submitted both to Dr. John Washburn, Graduate Committee Chair at Southern Illinois University at Carbondale, and to Dr. Roy Schmidt, a vocational grants reader at the Washington State Board For Community and Technical Colleges for critique. The survey questions were then modified, submitted to, and approved by the Southern Illinois University at Carbondale Human Subjects Committee. The data collection instrument and survey cover letter used in this study can be found in Appendix A.

Procedures

The first group of fifty-nine vocational educators interested in writing Federal vocational grant proposals, volunteered during the 1993 WAOE Convention. The respondents agreed to represent their college and complete the survey for the study.

The second group was made up of four volunteers, representing readers of Federal vocational grant proposals from the Washington

State Board for Community and Technical Colleges. These participants volunteered during the 1993 WAOE Convention.

The participants responded to questions designed to require a specific form of answer, requiring analysis, interpretation, and subjective opinion from the subjects. These responses were then interpreted and analyzed for the study.

Analysis of Data

The responses from the carefully constructed open (non-bias) survey questions, were tallied. Data from the responses were then assessed and analyzed.

CHAPTER IV

ANALYSIS AND RESULTS

Presentation of Data

The purposes of the study were to assess the need for and, if relevant, determine the content of a resource guide for writing Federal vocational grant proposals by personnel of community and technical colleges in the State of Washington.

A survey instrument was developed to assist in addressing the study's research questions. The data collection instrument and survey cover letter used in this study can be found in Appendix A.

There were two groups of respondents identified for this study. The first group included fifty-nine vocational educators interested in writing Federal vocational grant proposals. This group volunteered for participation during the 1993 Washington Association of Occupational Educators Convention. The group represented vocational educators from the 32 Washington community and technical colleges.

The second group of respondents included four volunteers, who had experience as "readers" of Federal vocational grant proposals. They were employed by the Washington State Board for Community and Technical Colleges. These respondents volunteered during the 1993 Washington Association of Occupational Educators Convention.

Respondents identified their employment positions and years of experience. These data are presented in Table 1.

TABLE 1

Respondents' Positions and Experience

Current Position	Less Than 5 Years	5 Years or More	Total
Administrator	6	5	11
Instructor	9	36	45
Counselor	1	2	3
Grant Reader over 20 years		4	

n = 63

The research questions selected for this study were:

1. Was the relative percentage of funding from vocational grant money changing for community and technical colleges in Washington?

2. Did personnel of community and technical colleges in Washington need a resource guide for writing Federal vocational grant proposals?

3. What should a resource guide contain in order to aid proposal writers at Washington community and technical colleges?

All 63 respondents from the two groups participating in the study, answered most survey questions. Three respondents chose not to address or inadvertently missed responding to one question, and one respondent did not answer two questions. The respondents that did not answer all survey questions are identified as: one grant reader did not answer survey question #1, one instructor with more than five years experience did not answer survey question #4, one counselor with more than five years experience

did not answer survey question #7c, and, one administrator with less than five years experience did not answer survey questions #8d and 8e.

Data from respondents shown in Tables 2 thru 18 were calculated to determine the percentage of agreement with survey questions. Percentages were defined by assigning 100% to responses that strongly agreed, 75% to responses that agreed, 50% to responses that were undecided, 25% to responses that disagreed, and 0 to responses that strongly disagreed.

Data from respondents for research question 1 (shown in Tables 2 and 3) addressed the relative percentage of funding from vocational grant money and if it was changing for community and technical colleges in Washington.

Data in Table 2 show the response received for survey question 1 which assessed the status of vocational grant funding.

TABLE 2

Change in Relative Percentage of Funding

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	1	4		1			6	71%
5 years and more		3		2			5	55%
Instructor								
less than 5 years	1	4	2	1	1		9	58%
5 years and more	2	9	8	12	5		36	44%
Counselor								
less than 5 years				1			1	25%
5 years and more			1		1		2	25%
Grant Reader								
over 20 years		1		2		1	4	42%

n = 62

Data in Table 2 suggest that 71% of administrators with less than five years experience agreed that there had been an increase in relative percentage of funding from vocational grant money for community and technical colleges in Washington, where only 25% of counselors agreed that there had been an increase.

Data in Table 3 show the response received for survey question 2 which assessed the status of vocational grant funding available from various Federal Acts.

TABLE 3

Vocational Grant Monies Available from Federal Acts

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	2	2	1	1			6	71%
5 years and more		4	1				5	70%
Instructor								
less than 5 years	1	4	3		1		9	61%
5 years and more	3	18	9	3	3		36	60%
Counselor								
less than 5 years		1					1	75%
5 years and more			1		1		2	25%
Grant Reader								
over 20 years		4					4	75%

n = 63

Data in Table 3 show that 71% of administrators with less than five years experience and 75% of the grant readers agreed that in contrast with the 1980's, there had been an increase in vocational grant monies available for community and technical colleges through the Carl D. Perkins Vocational and Applied Technology Act, and other Federal Acts. However, only 25% of counselors with five or more years experience agreed that funding had increased.

Data from respondents for research question 2 (shown in Tables 4-7) address the need for a resource guide for writing Federal vocational grant proposals for use by personnel of community and technical colleges in Washington.

Data in Table 4 show the response received for survey question 3 which assessed participants involvement in writing Federal vocational grant proposals.

TABLE 4

Involvement in Writing Federal Grant Proposals

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	1	2	2		1		6	50%
5 years and more	2	1		1	1		5	60%
Instructor								
less than 5 years		1	2	1	5		9	17%
5 years and more	1	2	2	12	19		36	18%
Counselor								
less than 5 years			1				1	50%
5 years and more	1				1		2	50%
Grant Reader								
over 20 years		1		3			4	38%

n = 63

Data in Table 4 point out that 60% of administrators with five or more years experience were actively involved in writing Federal vocational grant proposals, where only 17% to 18% of instructors were actively involved in writing Federal vocational grant proposals.

Data in Table 5 show the response received for survey question 4 which assessed the availability of excellent Federal vocational grant writing guides for use by personnel of community and technical colleges.

TABLE 5

Availability of Excellent Federal Vocational Grant Writing Guides

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years		1	2	3			6	33%
5 years and more			2	3			5	35%
Instructor								
less than 5 years		2	4	1	2		9	42%
5 years and more		5	14	10	6	1	36	37%
Counselor								
less than 5 years		1					1	75%
5 years and more			1		1		2	25%
Grant Reader								
over 20 years		3		1			4	63%

n = 62

As noted in Table 5, 33% of administrators with less than five years experience agreed that there were excellent Federal vocational grant writing guides available. The counselors were mixed in their responses. Sixty-three percent of grant readers agreed that there were excellent Federal vocational grant writing guides available.

Data in Table 6 show the response received for survey question 5 which assessed the need for development of a resource guide for writing Federal vocational grant proposals by personnel of community and technical colleges.

TABLE 6

Need for Development of a Resource Guide

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	2	3			1		6	71%
5 years and more	2	3					5	85%
Instructor								
less than 5 years	5	3	1				9	86%
5 years and more	19	12	4	1			36	84%
Counselor								
less than 5 years		1					1	75%
5 years and more	1	1					2	88%
Grant Reader								
over 20 years	1		1	2			4	50%

n = 63

Data in Table 6 indicate that more than 70% of all administrators, instructors, and counselors agreed that there is a need for development of a resource guide for writing Federal vocational grant proposals by personnel of community and technical colleges. Only 50% of the grant readers agreed that there is a need for development of a resource guide.

Data in Table 7 show the response received for survey question 6 which assessed the use of a resource guide to write Federal vocational grant proposals if one were available.

TABLE 7

Anticipated Use of a Resource Guide

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	3	3					6	88%
5 years and more	2	3					5	85%
Instructor								
less than 5 years	4	4	1				9	75%
5 years and more	14	14	7		1		36	78%
Counselor								
less than 5 years		1					1	75%
5 years and more	1				1		2	50%
Grant Reader								
over 20 years		1	1	2			4	44%

n = 63

Data in Table 7 suggest that more than 75% of administrators, instructors, and the counselor with less than five years experience would use a resource guide to write Federal vocational grant proposals if one was available. Only 50% of counselors with five or more years experience and 44% of grant readers would use a guide.

Data from respondents for research question 3 (shown in Tables 8-18) address the type of contents needed in a resource guide in order to aid proposal writers at Washington community and technical colleges.

Data in Table 8 show the response received for survey question 7a which assessed if a resource guide for preparing

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Federal vocational grant proposals should contain general information on the various vocational grant programs.

TABLE 8

Contents of a Resource Guide: Information on Programs

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	2	4					6	83%
5 years and more	2	2	1				5	80%
Instructor								
less than 5 years	5	4					9	89%
5 years and more	25	10	1				36	92%
Counselor								
less than 5 years		1					1	75%
5 years and more	2						2	100%
Grant Reader								
over 20 years		4					4	75%

n = 63

Data in Table 8 show that more than 75% of administrators, instructors, counselors, and grant readers agreed that a resource guide for preparing Federal vocational grant proposals should contain general information on the various vocational grant programs.

Data in Table 9 show the response received for survey question 7b which assessed if a resource guide for preparing Federal vocational grant proposals should contain information on how to plan a vocational grant proposal.

TABLE 9

Contents of a Resource Guide: Planning Information

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	4	2					6	92%
5 years and more	2	2	1				5	80%
Instructor								
less than 5 years	4	5					9	86%
5 years and more	24	12					36	92%
Counselor								
less than 5 years		1					1	75%
5 years and more	2						2	100%
Grant Reader								
over 20 years		4					4	75%

n = 63

Data in Table 9 show that more than 75% of administrators, instructors, counselors, and grant readers agreed that a resource guide for preparing Federal vocational grant proposals should contain general information on how to plan a vocational grant proposal.

Data in Table 10 show the response received for survey question 7c which assessed if a resource guide for preparing Federal vocational grant proposals should contain information on how to write a vocational grant proposal.

TABLE 10

Contents of a Resource Guide: Writing Information

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	3	3					6	88%
5 years and more	3	2					5	90%
Instructor								
less than 5 years	4	4				1	9	88%
5 years and more	27	9					36	94%
Counselor								
less than 5 years		1					1	75%
5 years and more	2						2	100%
Grant Reader								
over 20 years	1	3					4	81%

n = 62

As noted in table in Table 10, more than 75% of administrators, instructors, counselors, and grant readers agreed that a resource guide for preparing Federal vocational grant proposals should contain general information on how to write a vocational grant proposal.

Data in Table 11 show the response received for survey question 7d which assessed if a resource guide for preparing Federal vocational grant proposals should contain information on how to develop a vocational grant project.

TABLE 11

Contents of a Resource Guide: Project Development

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	3	2	1				6	83%
5 years and more	4	1					5	95%
Instructor								
less than 5 years	5	4					9	89%
5 years and more	24	11	1				36	91%
Counselor								
less than 5 years	1						1	100%
5 years and more	2						2	100%
Grant Reader								
over 20 years		3		1			4	63%

n = 63

Data in Table 11 indicate that more than 83% of administrators, instructors, and counselors agreed that a resource guide for preparing Federal vocational grant proposals should contain general information on how to develop a vocational grant project. However, only 63% of the grant readers agreed that a resource guide for preparing Federal vocational grant proposals should contain this information.

Data in Table 12 show the response received for survey question 7e which assessed if a resource guide for preparing Federal vocational grant proposals should contain detailed information on what the grant readers are looking for in vocational training projects.

TABLE 12

Contents of a Resource Guide: Grant Readers Expectations

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	3	3					6	88%
5 years and more	3	1	1				5	85%
Instructor								
less than 5 years	5	4					9	89%
5 years and more	26	9	1				36	92%
Counselor								
less than 5 years		1					1	75%
5 years and more	2						2	100%
Grant Reader								
over 20 years		3		1			4	63%

n = 63

As pointed out by data in Table 12, more than 75% of administrators, instructors, and counselors agreed that a resource guide for preparing Federal vocational grant proposals should contain general information on what the grant readers are looking for in vocational training projects. However, only 63% of the grant readers agreed that a resource guide for preparing Federal vocational grant proposals should contain this information.

Data in Table 13 show the response received for survey question 7f which assessed if a resource guide for preparing Federal vocational grant proposals should contain information on types of proposals that are accepted or rejected.

TABLE 13

Contents of a Resource Guide:
Types of Proposals Accepted or Rejected

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	2	4					6	83%
5 years and more	2	2	1				5	80%
Instructor								
less than 5 years	2	6	1				9	78%
5 years and more	25	11					36	92%
Counselor								
less than 5 years		1					1	75%
5 years and more	2						2	100%
Grant Reader								
over 20 years	1	3					4	81%

n = 63

Data in Table 13 show that more than 75% of administrators, instructors, counselors, and grant readers agreed that a resource guide for preparing Federal vocational grant proposals should contain this information.

Data in Table 14 show the response received for survey question 8a which assessed if a well designed resource guide would assist students.

TABLE 14

Desirability of a Well-Designed Resource Guide for Students

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	2	2		1	1		6	63%
5 years and more	1		3		1		5	42%
Instructor								
less than 5 years	4	2	2		1		9	72%
5 years and more	12	12	9	3			36	73%
Counselor								
less than 5 years	1						1	100%
5 years and more	2						2	100%
Grant Reader								
over 20 years		4					4	75%

n = 63

Data in Table 14 suggest that more than 72% of instructors, counselors, and grant readers agreed that a well designed resource guide would assist students from potential grant funded vocational training projects. Sixty-three percent of administrators with less than five years experience and 42% of administrators with five or more years experience agreed.

Data in Table 15 show the response received for survey question 8b which assessed if a well designed resource guide would assist faculty.

TABLE 15

Desirability of a Well-Designed
Resource Guides for Faculty

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	3	3					6	88%
5 years and more	2	3					5	85%
Instructor								
less than 5 years	6	3					9	92%
5 years and more	24	12					36	92%
Counselor								
less than 5 years	1						1	100%
5 years and more	2						2	100%
Grant Reader								
over 20 years	1		3				4	63%

n = 63

As noted in Table 15, more than 85% of administrators, instructors, and counselors, agreed that a well designed resource guide would assist faculty. Sixty-three percent of grant readers agreed.

Data in Table 16 show the response received for survey question 8c which assessed if a well designed resource guide would assist administrators.

TABLE 16

Desirability of a Well-Designed
Resource Guides for Administrators

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	4	2					6	92%
5 years and more	4	1					5	95%
Instructor								
less than 5 years	8	1					9	97%
5 years and more	25	11					36	92%
Counselor								
less than 5 years	1						1	100%
5 years and more	2						2	100%
Grant Reader								
over 20 years	1		3				4	63%

n = 63

Data in Table 16 indicate that more than 92% of administrators, instructors, and counselors, agreed that a well designed resource guide would assist administrators. Sixty-three percent of grant readers agreed.

Data in Table 17 show the response received for survey question 8d which assessed if a well designed resource guide would assist the workforce.

TABLE 17

Desirability of a Well-Designed
Resource Guide for the Workforce

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	2	2	1			1	6	67%
5 years and more	3	1	1				5	85%
Instructor								
less than 5 years	4	2	1	2			9	72%
5 years and more	9	12	14	1			36	70%
Counselor								
less than 5 years		1					1	75%
5 years and more	2						2	100%
Grant Reader								
over 20 years	1		3				4	63%

n = 62

Data in Table 17 shows that all of the counselors with five or more years experience, and 85% of administrators with five or more years experience agreed that a well designed resource guide would assist the workforce. Counselors and administrators with less than five years experience, instructors, and grant readers generally agreed that a well designed resource guide would assist the workforce from the potential increase in grant funding of vocational training programs in the community and technical college.

Data in Table 18 show the response received for survey question 8e which assessed if a well designed resource guide would assist the local community.

TABLE 18

Desirability of a Well-Designed
Resource Guide for the Local Community

Current Position & Duration in Position	SA	A	U	D	SD	NA	No.	%
Administrator								
less than 5 years	2	2	1			1	6	67%
5 years and more	2	2	1				5	80%
Instructor								
less than 5 years	5	2	1	1			9	81%
5 years and more	11	14	11				36	75%
Counselor								
less than 5 years			1				1	50%
5 years and more	2						2	100%
Grant Reader								
over 20 years	1		2	1			4	56%

n = 62

As pointed out by data in Table 18, more than 75% of instructors and all counselors with five or more years experience agreed that a well designed resource guide would assist the local community. Fifty-six percent of the grant readers agreed that a well designed resource guide would assist the local community.

Data from these tables suggest that the respondents in one group which included fifty-nine vocational faculty representing 32 Washington community and technical colleges agreed on most survey questions. Additionally, the second group of respondents, who had experience as "readers" of Federal vocational grant proposals, and were employed by the Washington State Board for Community and

Technical Colleges agreed with most survey questions. There were some disagreement by both groups in the following areas:

1. That the relative percentage of funding from vocational grant money in the community and technical college budget had increased.

2. In contrast with the 1980's, more vocational grant monies were available for community and technical colleges through Federal acts.

3. There were excellent Federal vocational grant writing guides available.

4. The participant would have used a resource guide to write Federal vocational grant proposals if one were available.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary of Purpose and Methods

In a world of growing financial constraints, community and technical colleges in the State of Washington are hard pressed to find new ways of financing and expanding their occupational offerings.

Vocational grant monies are now available for community and technical colleges through the Carl D. Perkins Vocational and Applied Technology Education Act, and other Federal acts. Community and technical colleges in Washington that can successfully write and submit Federal vocational grant proposals can potentially receive monies from these sources. Unfortunately, many community and technical colleges in the state do not have the skilled personnel available to write proposals. In addition, these same two year institutions are finding that there are no vocational grant proposal writing resource manuals or guides written specifically for their field.

More instructors at the community and technical college level in Washington are expressing interest in vocational grant proposal writing. So, too, are their administrators as they struggle to operate their schools with less money.

If these two year schools are to be able to successfully write vocational grant proposals, they must have the resources

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available to do so. This research lead to the question: To what extent should a resource guide be developed for writing Federal vocational grant proposals which is peculiar to the community and technical colleges in the State of Washington?

A study was conducted which surveyed two groups to assess the need for and, if relevant, the contents of a resource guide for writing Federal vocational grant proposals by personnel of community and technical colleges in the State of Washington. The first group of fifty-nine vocational educators interested in writing Federal vocational grant proposals, were randomly selected during the 1993 Washington Association of Occupational Educators Convention. The respondents agreed to represent their respective college and complete the survey for the study.

The second group was made up of four volunteers, representing readers of Federal vocational grant proposals from the Washington State Board for Community and Technical Colleges. These participants were randomly selected from their attendance in the 1993 Washington Association of Occupational Educators Convention.

The participants responded to questions designed to require a specific form of answer, requiring analysis, interpretation, and subjective opinion from the subjects. These responses were then interpreted and analyzed for the study.

Conclusions

The conclusions of this study found: While colleges reported there has been no increase in community and technical college

budgets, there was an increase in grant monies available.

The study indicates a contrast from the grant readers at the State Board for Community ant Technical Colleges and the vocational administrators and faculty from the thirty-two community and technical colleges. The grant readers at the State Board for Community and Technical Colleges did not agree or strongly disagree that there was a need for a resource guide needed for writing Federal vocational grant proposals. The vocational administrators and faculty from the thirty-two community and technical colleges agreed that there was a need for development of a resource guide for writing Federal vocational grant proposals by personnel of community and technical colleges, and that they would use one if it were available.

This study indicates that a resource guide should contain:

a. general information on the various vocational grant programs,

b. information on how to plan a vocational grant proposal,

c. information on how to write a vocational grant proposal,

d. information on how to develop a vocational grant project,

e. detailed information on what the grant readers are looking for in vocational training projects, and,

f. information on types of proposals that are accepted or rejected.

Recommendations

As this study has found, vocational grant monies are now available for community and technical colleges through the Carl D.

Perkins Vocational and Applied Technology Education Act, and other Federal acts. In addition, many community and technical colleges in Washington do not have the skilled personnel available to write proposals due to lack of knowledge and skills. Less than 60% of the administrators and less than 18% of faculty in this study were involved in writing vocational grant proposals. However, more than 85% of the administrators and more than 75% of faculty in the study wanted information on how to write federal vocational grant proposals, and would use a guide if one were available.

Therefore, a guide for writing Federal vocational grant proposals should be developed for the Washington community and technical colleges. To assure it meets the need, the guide should be reviewed and used by both novice and experienced vocational grant proposal writers in Washington community and technical colleges prior to development of the final guide.

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APPENDIX A: DATA COLLECTION INSTRUMENT

Dear Vocational Educator,

I am an instructor at Renton Technical College in the Appliance and Refrigeration Technology Program. I am completing my masters research from the Department of Workforce Education and Development from Southern Illinois University at Carbondale. My graduate research is assessing the need for and contents of a resource guide for writing Federal vocational grant proposals by personnel of community and technical colleges in the State of Washington.

I am asking vocational educators who represent each of the thirty-two community and technical colleges in Washington to volunteer to spend a few minutes and answer a short survey. Your participation is entirely voluntary and you can withdraw at any time. All of your responses will remain confidential. If you would like, after my study is completed, I can mail the results of the study to you.

This study has been reviewed and approved by the Southern Illinois University at Carbondale Human Subjects Committee. Their phone number is (618)453-4533. If you have any questions about my research you may call me at (206)435-4085 or my graduate committee chair and advisor, Dr. John S. Washburn at (618)453-3321.

Thank you for your participation,

Gene E Fusch

Gene E. Fusch
6710 Grandview Road
Arlington, WA 98223
H - (206) 435-4085
W - (206) 235-2407

College representing: _____

Current position:

Administrator ____
Instructor ____
Counselor ____
Other _____

Years of experience in present position: ____

Please circle the number under the column that best describes your agreement or disagreement with the following statements.

Scale: SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

		SA	A	U	D	SD
1.	In the past several years, I have noticed that there is an increase in relative percentage of funding from vocational grant money in my community and technical college budget.	1	2	3	4	5
2.	In contrast with the 1980's, more vocational grant monies seem to be available for community and technical colleges through the Carl D. Perkins Vocational and Applied Technology Education Act, and other Federal acts.	1	2	3	4	5
3.	I am actively involved in writing Federal vocational grant proposals.	1	2	3	4	5
4.	There are excellent Federal vocational grant writing guides available for use by personnel of community and technical colleges.	1	2	3	4	5
5.	There is a need for development of a resource guide for writing Federal vocational grant proposals by personnel of community and technical colleges.	1	2	3	4	5
6.	I would use a resource guide to write Federal vocational grant proposals if one was available.	1	2	3	4	5

Scale: SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

	SA	A	U	D	SD
7. A resource guide for preparing Federal vocational grant proposals should contain:					
a. general information on the various vocational grant programs,	1	2	3	4	5
b. information on how to plan a vocational grant proposal,	1	2	3	4	5
c. information on how to write a vocational grant proposal,	1	2	3	4	5
d. information on how to develop a vocational grant project,	1	2	3	4	5
e. detailed information on what the grant readers are looking for in vocational training projects,	1	2	3	4	5
f. information on types of proposals that are accepted of rejected.	1	2	3	4	5
8. A well designed resource guide would assist:					
a. students,	1	2	3	4	5
b. faculty,	1	2	3	4	5
c. administrators,	1	2	3	4	5
d. workforce,	1	2	3	4	5
e. local community.	1	2	3	4	5

Dear Vocational Grant Reader,

I am an instructor at Renton Technical College in the Appliance and Refrigeration Technology Program. I am completing my masters research from the Department of Workforce Education and Development from Southern Illinois University at Carbondale. My graduate research is assessing the need for and contents of a resource guide for writing Federal vocational grant proposals by personnel of community and technical colleges in the State of Washington.

I am asking vocational educators representing each of the thirty-two community and technical colleges in Washington to volunteer to spend a few minutes and answer a short survey. In addition, I am asking grant readers, from the Washington State Board for Community and Technical Colleges, to volunteer to spend a few minutes and answer a short survey and questionnaire. Your participation is entirely voluntary and you can withdraw at any time. All of your responses will remain confidential. If you would like, after my study is completed I can mail the results of the study to you.

This study has been reviewed and approved by the Southern Illinois University at Carbondale Human Subjects Committee. Their phone number is (618)453-4533. If you have any questions about my research you may call me at (206)435-4085 or my graduate committee chair and advisor, Dr. John S. Washburn at (618)453-3321.

Thank you for your participation,

Gene E. Fusch

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6710 Grandview Road
Arlington, WA 98223
H - (206) 435-4085
W - (206) 235-2407

Current position: _____

Years of experience as a vocational grant reader: _____

Years of experience as a vocational grant writer: _____

Please circle the number under the column that best describes your agreement or disagreement with the following statements.

Scale: SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

		SA	A	U	D	SD
1.	In the past several years, I have noticed that there is an increase in relative percentage of funding from vocational grant money in my community and technical college budget.	1	2	3	4	5
2.	In contrast with the 1980's, more vocational grant monies seem to be available for community and technical colleges through the Carl D. Perkins Vocational and Applied Technology Education Act, and other Federal acts.	1	2	3	4	5
3.	I am actively involved in writing Federal vocational grant proposals.	1	2	3	4	5
4.	There are excellent Federal vocational grant writing guides available for use by personnel of community and technical colleges.	1	2	3	4	5
5.	There is a need for development of a resource guide for writing Federal vocational grant proposals by personnel of community and technical colleges.	1	2	3	4	5
6.	I would use a resource guide to write Federal vocational grant proposals if one was available.	1	2	3	4	5

Scale: SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

	SA	A	U	D	SD
7. A resource guide for preparing Federal vocational grant proposals should contain:					
a. general information on the various vocational grant programs,	1	2	3	4	5
b. information on how to plan a vocational grant proposal,	1	2	3	4	5
c. information on how to write a vocational grant proposal,	1	2	3	4	5
d. information on how to develop a vocational grant project,	1	2	3	4	5
e. detailed information on what the grant readers are looking for in vocational training projects,	1	2	3	4	5
f. information on types of proposals that are accepted of rejected.	1	2	3	4	5
8. A well designed resource guide would assist:					
a. students,	1	2	3	4	5
b. faculty,	1	2	3	4	5
c. administrators,	1	2	3	4	5
d. workforce,	1	2	3	4	5
e. local community.	1	2	3	4	5

Please list a short answer for the following questions.

9. What should a resource guide contain in order to aid vocational grant proposal writers at the community and technical college?

_____

_____

_____

10. What is the Federal vocational grant reader looking for most in vocational grant proposals?

_____

_____

_____

11. What are the main items that help get a Federal vocational grant proposal approved?

_____

_____

_____

12. What are the most common mistakes made by community and technical college personnel when writing Federal vocational grant proposals?

_____

_____

_____

SIUC HSC FORM A

REQUEST FOR APPROVAL OF RESEARCH ACTIVITIES INVOLVING HUMAN SUBJECTS

This approval is valid for one (1) year from the approval date. Researchers must request a renewal to continue the research after that date. This approval form must be included in all Master's theses/research papers and Doctoral dissertations involving human subjects to be submitted to the Graduate School.

PROJECT TITLE: An Assessment of the Need for a Federal Vocational Grant Proposal Writers Resource Guide in the State of Washington

CERTIFICATION STATEMENT:

In making this application, I(we) certify that I(we) have read and understand the University's policies and procedures governing research activities involving human subjects, and that I(we) shall comply with the letter and spirit of those policies. I(we) further acknowledge my(our) obligation to (1) accept responsibility for the research described, including work by students under my(our) direction, (2) obtain written approval from the Human Subjects Committee of any changes from the originally approved protocol **BEFORE** making those changes, (3) retain signed informed consent forms, in a secure location separate from the data, for at least **three** years after the completion of the research, and (4) report immediately all adverse effects of the study on the subjects to the Chairperson of the Human Subjects Committee, Carbondale, Illinois, (618) 453-4533, and to the Director of the Office of Research Development and Administration, Southern Illinois University at Carbondale, (618) 453-4531.

Gene E. Fusch — 10/8/93

RESEARCHER(S) or PROJECT DIRECTORS — DATE

Please print or type out name below signature

Gene E. Fusch

10/22/93

RESEARCHER'S ADVISOR (required for all student projects) — DATE

Please print or type out name below signature

John Washburn, Ph.D.

The request submitted by the above researcher(s) was approved by the SIUC Human Subjects Committee.

Robert C. Radtke — 10/22/93

CHAIRPERSON, SOUTHERN ILLINOIS UNIVERSITY HUMAN SUBJECTS COMMITTEE — DATE

VITA

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An Assessment of the Need for a Federal Vocational Grant Proposal Writers Resource Guide in the State of Washington

Major Professor: Dr. John S. Washburn

Publications:

Fusch, G. E. (1994, July/August). Go with the Grain. Homesteaders Connection, pp. 12-15.

Fusch, G. E. & Fusch, P. I. (1992, May). Johnes: The wasting disease. The Caprine Consultant, pp. 4-5.